**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade:** | | | **Date(s)**: |
| **Unit Title:** Wanted! A Few Good Friends | | | **Corresponding Unit Task:** Task 1: Creating a Song About Rules | | |
| **Essential Question(s):**  a) Why is it important for good readers, writers, and speakers to remember the important details when  retelling a story, poem, or informational text?  b) How do illustrations help good readers locate and remember the important details in a story? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  \* *The Monster Who Went to School* story and enlarged  sequencing illustrations  \* sequencing illustrations  \* sentences to sort in t-chart based on appropriate or  inappropriate behaviors (individual and class set on  sentence strips)  \* monster puppet and fat popsicle stick | | | | \* character traits  \* rules  \* behavior  \* appropriate / inappropriate  \* fiction / fantasy  \* sequence / order / retell | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking and Listening**  **Standards:**    **SL.1.1** - Participate in collaborative conversations with diverse partners  about grade 1 topics and text with peers and adults in small and larger groups. Build  on other’s talk in conversations by responding to the comments of others through  multiple exchanges.  **I Can Statement(s):** I can share my thoughts with others and listen to my friends  **Instructional Plan:**  **1.** Listen to and discuss Unit 1 engaging scenario. Learn and sing friendship song  titled “Make New Friends”.  Make new friends, but keep the old  One is silver and the other gold.  A circle is round, but never ends  That’s how long I want to be your friend!  **2.** Students will Think-Pair-Share about the question “How should you act to make  new friends? Remember what you did in kindergarten to be a good friend.”  Students will answer in complete sentences, and responses will be recorded on  chart.   |  | | --- | | In Kindergarten, we were good friends because. . . | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.1.2** - Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **RI.1.7** - Use the illustrations and details in a text to describe its key ideas.  **RL.1.1** - Ask and answer questions about key details in the text.  **RL.1.7** - Use illustrations and details in a story to describe its characters, setting, or events.  **I Can Statement(s):** I can retell a story in the correct sequence using the illustrations.  **Instructional Plan:**  **1.** The teacher will ask students if a story about a monster going to school is fiction or  nonfiction. The class will discuss.  **2.** The teacher will read the story aloud, stopping to discuss with students at key  points. (Key points noted in text boxes in text.) At the end, the teacher will refer to  class chart made earlier in the lesson and ask, “What are some behaviors you think  the monster learned to be a better friend?”  **3.** Using the enlarged sequencing illustrations, the class will work together to retell  the story. Next, students will return to seats and work with a partner to sequence  the story with individual sequencing cards. (Teacher will monitor and record  observations of task.) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.1.1** - Write opinion pieces in which they introduce the topic or name the book they are writing about, state and opinion, supply a reason for the opinion, and provide some sense of closure.  **W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, computers) to answer questions.  **I Can Statement(s):** I can write about the most important behavior for school.  **Instructional Plan:**  \*\*\* Color and cut-out monster puppet before beginning lesson.  **1.** The teacher will use the words appropriate and inappropriate while helping  children complete the class graphic organizer (t-chart). Students will raise puppet in  the air if the written behavior is appropriate. The teacher will place the sentences on  the t-chart according to student responses.  **2.** Using the class graphic organizer as a guide, the students will independently sort  and paste behaviors as appropriate or inappropriate on individual t-chart.  **3.** Students will discuss at table groups which behavior they feel is the most  important. In whole group, individuals will share the behavior they chose as most  important and why.  **4.** The teacher will model drawing a picture and writing a complete sentence about a  behavior she feels is most important to having a nice classroom. She will  emphasize using a capital letter at the beginning of her sentence and a period at the  end.  **5.** Students will write independently. They will use the charts created throughout the  literacy lesson to help express their opinion about the most important school  behavior through writing. (The teacher will observe and take anecdotal notes about  student writing levels.)  **6.** Students will share their writing with table members. | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared  X Guided Practice   * Independent | **Word Study**  **Standards:L1.5**  **I Can Statement(s**): I can classify words as appropriate and inappropriate behavior.  **Instructional Plan:**    Discuss during Writing lesson, while classifying sentences. | | | | |
| **Closing/Summarizing Strategy** | The class will sing the friendship song again. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students may write multiple sentences about their opinion. | | All activities are modeled by the teacher before students attempt independent work. Teacher helps individuals when needed. | | | Pictures used to understand story sequence. Tier 2 vocabulary is acted out. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** Completed student products – sequencing illustrations, behavior t-chart, and student writing. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

**The Monster Who Went to School**

“If you were the bus driver, what would you say to the monster?”

When Andy got on the bus on his first day of school, he saw a monster! Andy was very surprised. He did not know that monsters were allowed to go to school. But there the monster was. It was making all kinds of noise and would not sit down. It climbed on the seats and put its head out the window. It took up so much room that Andy had no place to sit.

“Wow, that monster sure is noisy! I’ll bet it isn’t even supposed to be here,” Andy whispered to Vicky.

But Andy’s teacher, Mrs. Miller, was not at all surprised to see the monster enter the classroom. It pushed ahead of everyone, grabbed a box of toys, and dumped them on the floor. When Andy and the other children sat at their seats, the monster started to throw the toys.

“Oh, no. What do you think about what the monster is doing?

“Stop that!” said Mrs. Miller. “Even monsters are not allowed to throw toys.”

The monster dropped the toys and started screaming. It screamed so loudly that no one could hear the teacher. “Be quiet!” Mrs. Miller finally said. The monster stopped screaming and Mrs. Miller said, “It’s time to play outside.”

Everyone stood up and walked to the door – everyone except the monster. It ran out the door without waiting for directions.

Outside, the monster continued to behave like a monster. It pushed some children and took toys from others. It climbed up the slide the wrong way and sat at the top so no one else could slide down.

If you were in class with the monster, how would you feel? How do you think the children in the story feel?

When the students returned to the classroom, Mrs. Miller tried to read them a story. But the monster shouted and laughed and no one could hear. Then it pulled the toys off the shelves again. It would just not listen!

“Who would have to clean up that mess? Is that fair?”

At lunchtime, the monster grabbed other people’s sandwiches. It dropped food on the floor on purpose and poured its milk on the table. Later when it was time to paint, the monster ran around the room putting big, black lines on the other children’s pictures! When the children formed a circle on the carpet and tried to sing, the monster jumped around and stepped on their toes. It pounded on the piano until the teacher had to close it.

At rest time, the monster laughed and talked and poked the other children and even pulled their hair. “Come here!” said Mrs. Miller, who was very angry. “You are a real monster! Monsters are not allowed at school. Go away and never come back!” And do you know what happened?

**Act out the scene to model the word astonished.**

“What do you think happens next? How do you think you would feel if the teacher said those words to you?”

The monster burst into tears! Everyone was astonished. “I’m sorry!” cried the monster. “I’ve never been to school before. I didn’t know it was against the rules to shout and run and push, or to grab and throw things. Please don’t tell me I can’t come back! I want to be friends with everyone in class and learn lots of cool things. I will try to learn if you all help me.”

Mrs. Miller asked the children what they thought. The children decided to make a list of rules. They would let the monster stay – if it followed the rules. The monster worked hard to learn how to behave, and soon it knew all the rules, just the way all the children did.

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| Talk softly. |
| Listen and follow directions. |
| Run and push. |
| Yell at and hit people. |
| Raise your hand to talk. |
| Do your work. |
| Climb up the slide the wrong way. |
| Keep your hands and feet to yourself. |
| Help your classmates. |
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